

BEECH HILL ELEMENTARY

1001 Beech Hill Road
Summerville, South Carolina 29485

GRADES PK-5 Elementary School

ENROLLMENT 801 Students

PRINCIPAL Susan Welsh 843-821-3970

SUPERINTENDENT Joseph R. Pye 843-873-2901

BOARD CHAIR Bufort "Bo" Blanton 843-873-8454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	32	2	0	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Average	Yes

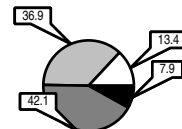
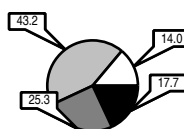
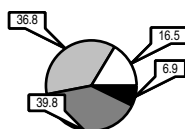
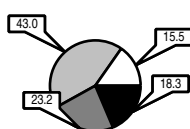
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	407	99.5	15.9	37.1	40.2	6.9	59.3	Yes	Yes
Gender									
Male	216	100.0	20.7	38.0	38.5	2.9	52.9		
Female	191	99.0	10.4	36.1	42.1	11.5	66.7		
Racial/Ethnic Group									
White	284	100.0	9.9	33.5	48.2	8.5	68.8	Yes	Yes
African-American	104	98.1	32.7	45.5	20.8	1.0	32.7	Yes	Yes
Asian/Pacific Islanders	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	349	100.0	10.7	36.9	44.6	7.7	66.1		
Disabled	58	96.6	47.3	38.2	12.7	1.8	18.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	407	99.5	15.9	37.1	40.2	6.9	59.3		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	403	99.5	15.7	37.4	39.9	7.0	59.3		
Socio-Economic Status									
Subsidized meals	150	99.3	30.3	47.2	21.1	1.4	35.9	Yes	Yes
Full-pay meals	257	99.6	7.6	31.3	51.0	10.0	72.7		

Mathematics - State Performance Objective = 15.5%									
All Students	407	100.0	15.5	43.0	23.2	18.3	56.7	Yes	Yes
Gender									
Male	216	100.0	20.2	37.0	22.6	20.2	56.3		
Female	191	100.0	10.3	49.7	23.8	16.2	57.3		
Racial/Ethnic Group									
White	284	100.0	8.8	40.4	27.2	23.5	68.8	Yes	Yes
African-American	104	100.0	35.0	48.5	12.6	3.9	23.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	349	100.0	10.1	43.5	25.6	20.8	63.1		
Disabled	58	100.0	47.4	40.4	8.8	3.5	19.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	407	100.0	15.5	43.0	23.2	18.3	56.7		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	403	100.0	15.4	43.3	22.8	18.5	56.7		
Socio-Economic Status									
Subsidized meals	150	100.0	28.7	53.8	12.6	4.9	30.8	Yes	Yes
Full-pay meals	257	100.0	8.0	36.8	29.2	26.0	71.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	138	99.3	20.2	39.5	38.8	1.6	40.3
	Grade 4	126	100.0	16.8	37.0	45.4	0.8	46.2
	Grade 5	175	99.4	30.1	47.0	21.7	1.2	22.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	137	98.5	12.6	29.6	48.9	8.9	57.8
	Grade 4	143	100.0	12.6	39.9	39.2	8.4	47.6
	Grade 5	127	100.0	22.0	44.7	30.9	2.4	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	138	100.0	16.9	50.0	19.2	13.8	33.1
	Grade 4	126	100.0	15.1	38.7	23.5	22.7	46.2
	Grade 5	175	100.0	16.8	48.5	23.4	11.4	34.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	137	100.0	13.1	59.1	21.9	5.8	27.7
	Grade 4	143	100.0	14.7	34.3	24.5	26.6	51.0
	Grade 5	127	100.0	20.3	35.0	22.8	22.0	44.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 801)				
First graders who attended full-day kindergarten	96.4%	N/C	100.0%	100.0%
Retention rate	2.3%	Down from 3.4%	2.1%	2.7%
Attendance rate	96.1%	Up from 95.7%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.5%		3.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%		2.9%	3.5%
Eligible for gifted and talented	21.6%	Down from 22.5%	21.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.8%	Up from 7.6%	7.6%	8.2%
Older than usual for grade	0.4%	Down from 0.5%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 4.2%	0.0%	0.0%

Teachers (n= 62)				
Teachers with advanced degrees	48.4%	Up from 48.3%	54.9%	51.4%
Continuing contract teachers	77.4%	Down from 85.0%	89.2%	87.5%
Highly qualified teachers**	89.3%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	2.1%		0.0%	0.0%
Teachers returning from previous year	75.5%	Down from 76.4%	88.7%	86.7%
Teacher attendance rate	95.7%	Up from 95.3%	95.2%	94.9%
Average teacher salary	\$38,101	Up 4.2%	\$42,213	\$40,760
Prof. development days/teacher	14.3 days	Up from 11.4 days	10.7 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 18.9 to 1	19.9 to 1	18.9 to 1
Prime instructional time	90.2%	Up from 89.9%	90.7%	90.0%
Dollars spent per pupil*	\$5,687	Up 4.4%	\$5,847	\$6,044
Percent of expenditures for teacher salaries*	64.7%	Down from 65.2%	67.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Beech Hill Elementary is a beautiful red brick school located in the southwestern section of Summerville, South Carolina. With the lighthouse as our mascot, our school has an enrollment of 840 shining "Beacons" in Pre-K through 5th grades along with 100 plus dedicated faculty members. We are proud of our strong PTA, School Improvement Council and Business Partner relationships. The demographic and academic profile of our school is varied, serving both suburban and rural communities. Our mission is to "prepare students to become lifelong learners and responsible citizens," and our school slogan is "Lighting the Way to Lifelong Learning."

In order to appropriately challenge each student, we examine test and survey data to guide our efforts to provide meaningful learning opportunities. Our X-SPURT (Experiencing Superior Progress Using Reading Teams) Program fits the district's elementary literacy model by providing 1st - 3rd graders with fluid, text-leveled reading instruction. Our 4th and 5th graders are given additional academic support through programs such as a class reduction (15:1), inclusion special education service model, Corrective Reading, and Reading Renaissance. In addition, we are proud to be the recipient of a state grant that provides a full-time Math Coach supporting our use of hands-on, challenging and interactive math programs such as TERC, Math Stars, Math Superstars, NCS Computer Lab and Mountain Math. Qualified 5th grade students are also eligible for our Advanced/Gifted Math and Language Arts classes. We are an ITI school—a framework for applying current research about how the brain and body learns that includes a rich character education component. We are confident that these programs will contribute to our quest to meet our AYP goals.

Furthermore, in cooperation with our School Improvement Council, we offer a variety of special interest programs for all grade levels. We also provide Beaming Beacons reading support for students on Academic Assistance plans. Our extensive attendance area makes it difficult for our rural families to participate in after-school events. Therefore, we are thrilled to be able to provide transportation for our Academic Assistance students that must travel up to 25 miles one way.

At Beech Hill Elementary, we strive to "Light the Way to Lifelong Learning" and "Read, Read, Read" every day.

Susan Welsh, Principal

Margaret Leaphart, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	55	117	88
Percent satisfied with learning environment	90.9%	86.1%	85.7%
Percent satisfied with social and physical environment	100.0%	90.5%	89.5%
Percent satisfied with home-school relations	94.5%	85.3%	76.2%

*Only students at the highest elementary school grade level at this school and their parents were included.